

# THE *Journal* OF THE **AER**

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**February, 1948**

**Volume VII, Number 6**

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**THE ASSOCIATION FOR EDUCATION BY RADIO**

# Who? What? Where? When?

Send in your new AER member applications right away! Our quota of 1,000 new members must be reached before May 1.

**Sound waves**, beyond the range of the human ear, can now be produced so as to generate waves which can kill mice, curdle milk, and detect flaws in metal castings.

**Erik Barnouw**, program director, Columbia University Radio Committee, is busy preparing a production book to serve as a companion book to his *Handbook of Radio Writing*.

**The Minnesota Radio Council** issued in December, 1947, *A Program Guide for Youth*, which lists for the seven Twin City stations current radio programs for youth, by youth, and about youth.

**Neal McNaughten**, former chief, Allocation Section, Broadcast Division, FCC Engineering Department, joined the staff of the NAB on January 1 as assistant director, Engineering Department.

**Wayne Coy**, radio director, *The Washington Post*, is the new chairman of the FCC. He took office just before the first of the year to succeed Charles R. Denny, who resigned October 31 to become a vice-president of NBC.

**Henrietta C. Brazeau**, director, Department of Radio, Public School Department, Pawtucket, Rhode Island, was appointed recently to serve as instructor for the first course in radio in education to be given at the Rhode Island College of Education.

**The Federal Communications Commission** has a list of television stations now broadcasting and of those now under construction. Interested members can secure a copy by writing to the Commission at Washington 25, D. C., and asking for Public Notice 14,312.

**Jessie M. Troupe**, Hagerstown, Maryland, high school, had an article, "A Radio Workshop Project," in *Audio Record*, November, 1947, published by Audio Devices, Inc. Miss Troupe studied with William D. Boutwell at Teachers College, Columbia University, last summer and prepared the article as a term project.

**Dr. Tracy F. Tyler**, *AER Journal* Editor, attended the Phi Delta Kappa National Council meeting in Kansas City, Missouri, December 28-31, as the delegate of Eta Chapter, University of Minnesota. He served as chairman of two Council committees: Planning and Policies; Nominations for National Offices.

**The Minnesota Radio Council** formally launched its project designed to help prevent juvenile delinquency at a luncheon meeting held December 12 in Hotel Radisson. Among the prominent Minneapolis civic leaders who addressed the meeting was Mayor Hubert Humphrey. The Council's efforts center around program series presented over all Twin City radio stations.

**Paul Schubert**, veteran radio commentator, has an article, "A Radioman Looks at Radio," in the January 10, 1948, issue of *The Saturday Evening Post*.

**The American Broadcasting Company**, it is reported, has acquired the Capitol Record Company. This brings to three the national networks which have recording affiliates.

**The Wisconsin State FM Network** is going forward. The FCC recently granted construction permits for two new units in the network—one near Wausau and the other in Calumet county.

**Biggest Man in Radio** is the title of an informative article about C. E. Hooper. It was written by Collie Small and appears in the November 22, 1947, issue of *The Saturday Evening Post*.

**Kathleen N. Lardie**, **Judith C. Waller**, and **Gertrude G. Broderick**—AER members all—were included in a recent booklet, *Women in Radio*, released by the Women's Bureau, U. S. Department of Labor.

**The Federal Communications Commission**, in a year-end report, repeated an industry estimate that there are now 73 million radio broadcast receiving sets in the United States—one for every 1.9 persons in the nation.

**Dr. Tracy F. Tyler**, *AER Journal* Editor, is author of the lead article, "Universities Serve the Schools Through Radio," in the December 15, 1947, issue of *Higher Education*, semi-monthly publication of the Higher Education Division, U. S. Office of Education.

**The United States Junior Chamber of Commerce**, the National Association of Broadcasters, and the Radio Manufacturers Association sponsored a luncheon honoring the four national winners of the "Voice of Democracy" contest at Hotel Statler, Washington, D. C., January 28.

**Edward M. Kirby**, one-time executive secretary, NAB, and later chief, Radio Branch, Bureau of Public Relations, War Department, has written a book, *Star Spangled Radio*, which is soon to be published by Ziff-Davis. Ed and Stanley Field, his collaborator, are both AER Charter Members.

**Macalester College**, St. Paul, Minnesota, went on the air January 7 with a five-watt radio station. This station, which must limit its coverage to a 200-foot radius, is owned and operated by students at the college. At the beginning, programs were "piped" only to the men's and women's dormitories. Later on they will reach other college buildings.

**Creation of a World Radio University** was one of the important proposals made at the Mexico City meeting of UNESCO. Another was the organization of radio flying squads who would fly from country to country to encourage broadcasts furthering peace. UNESCO decided also to expand its radio work as well as that of the press and film.

**Robert Saudek**, director of public affairs, American Broadcasting Company, was promoted the first of the year to the post of vice-president in charge of public affairs.

**Television sets** now in use number some 200,000 and may reach one million by the end of 1948, according to Eugene S. Thomas, chairman, NAB Television sub-committee.

**E. W. Ziebarth**, CBS director of education, Central Division, has an article, "Radio and International Understanding," in the *Quarterly Journal of Speech*, October, 1947.

"Broadcasters are stalling on the job of approving a code which would clean up radio and cut commercials to a decent length," says one educational "tip sheet" from Washington, D. C.

**The Theatre Guild on the Air** is to do *Romeo and Juliet* on February 8. The leading parts will be played by Dorothy McGuire and Maurice Evans; the radio adaptation is by Erik Barnouw.

**Mitchell V. Charnley**, professor of journalism, University of Minnesota, was elected chairman of the National Council on Radio Journalism on the concluding day, January 3, of sessions held in Philadelphia.

## NATIONAL OFFICERS

**WILLIAM B. LEVENSON**, *President*, assistant superintendent of schools, Cleveland, Ohio.  
**FRANKLIN DUNHAM**, *First Vice-President*, chief of radio, U. S. Office of Education, Washington 25, D. C.  
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**KATHLEEN N. LARDIE**, director, Station WDTR, Detroit public schools, Detroit 6, Michigan.

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**PARA LEE BROCK**, *Southeastern*, director of education, Station WATL, Atlanta, Georgia.  
**BLANCHE YOUNG**, *Great Lakes*, radio consultant, Indianapolis public schools.  
**RUSSELL PORTER**, *West Central*, Department of Communications, University of Denver.  
**SHERMAN P. LAWTON**, *Southwestern*, coordinator of radio, University of Oklahoma, Norman, Oklahoma.  
**JAMES MORRIS**, *Pacific Northwest*, director, Station KOAC, Corvallis, Oregon.  
**RICHARD H. REEVE**, *Pacific Southwest*, 2500 Sixth Ave., Sacramento, California.  
**KENNETH CAPLE**, *Canadian*, director of school broadcasting, British Columbia, Canada.

## ALPHA EPSILON RHO

The Association sponsors Alpha Epsilon Rho, an undergraduate, professional fraternity in radio.  
**SHERMAN P. LAWTON**, *Executive Secretary*, University of Oklahoma, Norman, Okla.

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THE JOURNAL OF THE AER

## Is Radio Program Quality Adequately Considered?

**T**HE ASSOCIATION FOR EDUCATION BY RADIO feels proud that C. E. Hooper recently was elected to and accepted associate membership in Alpha Epsilon Rho, the professional radio fraternity which AER founded and has since sponsored. Bringing Mr. Hooper into this select group of collegiate radio people is a proper recognition in academic circles of the scientific methods which his organization has brought to bear on the problem of quantitative measurement of the ever-shifting radio audience.

Hooper ratings do for radio advertisers what audited circulation figures do for magazine and newspaper advertisers. In fact they go further. They indicate precisely how many homes actually hear the specific program which an advertiser broadcasts, whereas magazine and newspaper circulation figures show only how many homes the publication reaches but provide no data concerning the number of homes in which a specific advertisement is actually read. This is why Hooper ratings are so important to radio advertisers.

**Quality Measures Essential**—There is a real danger, however, if Hooper ratings are used as the sole criterion in the determination of a radio station's program policies. The best interests of listeners, especially discriminating ones—and they are the key people in every community—are not served unless qualitative measures are used in planning a substantial segment of a station's best time. Maurice Dolbier, writing in *The Providence [Rhode Island] Sunday Journal* puts it this way:

... the Hooper ratings on CBS documentaries are nothing that the business offices of the network can cheer about, but I don't think that CBS would drop these public service features on the basis of poor Hoopers. Such presentations are part of radio's responsibility to this democracy. It would be a poor library that threw the classics in the ashcan just because the majority of borrowers took home whodunits.

*Variety*, trade paper of the entertainment world, presented a somewhat different angle to the problem in a recent editorial:

By the peculiar link that makes radio both an important branch of show business and an instrument for sales, it's the former that takes it on the chin when sponsors get research-happy. Until such time as the creative end of radio can be divorced from this control, there's little likelihood of radio sponsoring new talent, exploring new modes of production, or establishing itself on its own.

None of this should be construed as a criticism of Mr. Hooper or of his audience measurement techniques. Rather it should serve as an amber light to station and network personnel who interpret, use, and base station programming on these indices.

**Favorite Versus Most Popular**—The national contest, decided recently and reported elsewhere in this issue, on the subject: "What Is Your Favorite Radio Program—and Why?" furnishes valuable evidence on the "quantity versus quality" question. If Hooper ratings alone had governed, few if any programs which served as topics for the eighteen

winning letters would have been broadcast. *CBS Is There* was the program discussed in the letter which won the Grand Prize. It was also the subject of a letter which won a regional award. Four letters on *America's Town Meeting of the Air* won regional awards, as did two on *Fred Waring*. Apparently there is a very real difference between programs liked best and those which have the largest numerical audiences. And the results of this contest should lessen the influence of those who worship exclusively at the altar of quantity.

**Favor University Station**—Another bit of evidence might not be inappropriate here. The St. Paul and Minneapolis chapters of the Junior Leagues of America gave a tea on January 17 for Twin City teachers using radio programs in their classrooms. At that tea, Mrs. Earl Seldon, St. Paul Junior League radio chairman, stated that her group, which carries on a continuous study of radio programs, is practically unanimous in pronouncing Station KUOM, University of Minnesota, their favorite station of any heard in the Twin City area. The same situation, she felt sure, existed with respect to the Minneapolis Junior League.

There has often been a tendency to under-rate the importance to the listening public of the small group of stations operated on a non-commercial basis by educational institutions. Measured by audience size alone, their programs seldom approach those of commercial stations. But educational stations are listened to and appreciated by discriminating listeners and they render a unique service which might not be provided were such stations to leave the air. Unfortunately these stations have been all but crowded out by their more affluent sisters. KUOM, like most of the others, is limited to daytime hours. None of them has adequate power. Can this situation be justified when such stations lie at the center of the intellectual life of their areas and have potential program resources which cannot be duplicated by the more favored commercial stations?

**Brotherhood Week**—This month includes Brotherhood Week [February 22-29], which explains our use of Dr. Henry Seidel Canby's article, "Don't Poison Yourself." Brotherhood Week serves on the one hand to emphasize the importance of justice, amity, understanding, and cooperation among Protestants, Catholics, and Jews. But Brotherhood Week should go farther than attempting to achieve religious tolerance. If we are to reach that stage in civilization where wars will be no more and where nations will learn to live together peacefully, we must build the foundation in our own country, in our communities, in our own neighborhoods. We learn by doing. When we learn to remove prejudice, hate, and intolerance in our neighborhoods in racial, religious, economic, and other areas of human relations, we will have taken the longest and most difficult step in achieving international understanding.—TRACY F. TYLER, Editor.



# Radio Crime Dramas

SIX YEARS AGO the radio networks offered about twenty radio crime dramas each week during the hours that young people could listen. Today the networks offer at least fifty crime shows each week. There are nearly twice as many crime dramas as soap operas at present and crime dramas far outnumber all other drama broadcasts available to the American public.

This condition has come about despite the FCC "Blue Book" and despite the various codes and criteria that have been developed in recent years. One organization of parents claims 350,000 signers to a petition asking for the abolition of radio crime drama, and numerous smaller groups have registered protests to radio stations, to networks, and to advertisers.

Organized protests have produced surprisingly little by way of results. It is true, of course, that an individual station occasionally yields to community pressures and schedules its evening crime shows after nine o'clock but this is not a fundamental solution to the problem. The American public for the most part accepts what it gets from the loudspeakers. The great majority of listeners are uncritical and this fact is well known to the broadcasters.

During the past decade numerous conferences have been held by parents, educators, and broadcasters to discuss the effects of radio upon the minds of young Americans. All too often these conferences go over the same ground year after year. One group of "experts" testifies that crime and horror radio dramas produce nervousness, nightmares, sleeplessness, frustration, and delinquency among young listeners. Another group of experts then rises in defense of radio. They contend that crime and horror programs are not harmful and that children are fundamentally aggressive, untamed, little animals in need of the release and catharsis afforded by dramas dealing with murder and other illicit experiences.

The present writer conducted a study of the content of fifty radio crime dramas [broadcast during the week of April 20 through 26, 1947], in order to bring up to date a similar study conducted in 1941. The outstanding con-

*As a sociologist on the staff of the Evaluation of School Broadcasts Project at Ohio State University, Dr. Rowland made a study of crime dramas on the air and his findings were published in 1944 in a monograph entitled Radio Crime Dramas. In the present article Dr. Rowland cites his present-day observations on the same subject.—THE EDITOR.*

clusion to be derived from the present study compared with the earlier one is that crime drama has become a major feature offered by present day radio, while six years ago crime drama was relatively unimportant in the total programming picture.

Murder is still the central theme in the majority of the crime dramas. Shooting outnumbers all other methods of murdering. Other types of murders include strangling, stabbing, the use of lethal gas, and poisoning. During one week of listening, four murders were committed by two insane people and in one program mass murder accounted for the extermination of ten victims. A total of 80 murders was committed or attempted. Next to murder, larceny, extortion, and racketeering are the most frequent crimes portrayed in radio dramas. Other crimes include kidnapping, sabotage, smuggling, espionage, arson, jail break, and illegal arrest.

Super-heroes still predominate in radio crime dramas. They function outside of the formal machinery of law enforcement to bring crooks and robbers to justice. Super-sleuths are also prominent, functioning as G-men, D.A.'s, Detectives, or Policemen.

Children undoubtedly need a certain amount of excitement and aggression in their drama and they probably need some drama which gives free reign to murder and other illicit fantasies. But certainly there must be a point beyond which the law of diminishing returns begins to operate, for crime and violence in drama have no value when there is a constant habituation to overdoses.

Overdoses of crime and violence in stories or dramas consumed by children result not only in jaded tastes, but in addition, these overdoses may well contribute to those frustrations of children which bring about aggressive behavior. If this premise is cor-

rect, it follows that the producers of crime dramas help bring about some of the aggression which these dramas are supposed to relieve through catharsis.

In view of this situation, what can be done by the intelligent parent to counteract the influence exerted by radio? What are the new responsibilities of parenthood? A number of things can be done and are being done by parents who are genuinely disturbed about the influences of radio upon the lives of young people today.

Parents should insist upon better programming from their local radio stations and from the networks. Organized protest is not enough, however, and protest is often the least effective means of getting results. A more positive approach is the use of audience-building methods in the interests of existing cultural broadcasts. People need to be told what to listen to. They need help in the development of good listening habits. The articles by Clara S. Logan in the February, 1946, *AER Journal* and the January, 1947, *Service Bulletin of the FREC* contained some excellent suggestions. In addition to the critical appraisal of existing programs and the listing of approved programs in widely circulated publications, PTA groups would do well to organize definite promotional campaigns for specific broadcasts.

Several years ago the South Pasadena high school PTA carried out an extremely effective experiment of this type. PTA members conducted a "Did you hear?" campaign, taking every opportunity to mention the latest *Cavalcade of America* broadcast in casual conversations with friends, business associates, or club members. High school art students made posters advertising the *Cavalcade* broadcast, and speech students were assigned to give short promotional talks before luncheon clubs and other organizations.

The intelligent parent should demand that his community take an active part in the improvement of radio by means of experimental radio workshops conducted by the schools, colleges, and community organizations. Radio workshops of this type are becoming an important part of the American community today. In addition to presenting

original dramatic productions of a high quality, these workshops are making a great contribution in helping community organizations do a better job of public service broadcasting.

Parents also have important responsibilities in their own homes in connection with the radio habits of their children. Too many parents today have divorced themselves from the listening habits of their children. The tendency is for each child to own a personal radio set which he uses extensively in his own room, listening at all hours to any and everything on the air. The modern parent might well ask himself the following questions:

Have I provided my child with other

compelling activities and interests in addition to radio? Are good books as accessible to him as is the radio set? Have I provided tools and the incentive to learn actual crafts? Have I encouraged the development of scientific curiosity or the exploration of nature lore? Is a phonograph available? Does my child have a record collection containing fairy stories, good poetry, or good music? Does my boy or girl have a musical instrument?

As a parent do I listen to the radio along with my son or daughter? Do I answer their questions about radio programs faithfully and sincerely or do I isolate myself from these experiences? As a parent have I learned how to de-

velop my child's imagination along socially approved lines? Have I encouraged the use of simple puppets as a creative dramatic activity? Have I taught my children other types of acting games such as charades? Does my child have opportunities for play life as an equal with others of his own age?

These are only a few of the questions which the intelligent modern parent might well ask himself if he is seriously concerned about the effect of radio upon young people today. If the parent can answer these questions affirmatively, he will probably not be too worried about radio's ill-effects.—J. HOWARD ROWLAND, Department of Sociology, University of Pittsburgh.

## Responsibilities of the Woman Broadcaster\*

FOR THE PAST FEW YEARS all of us in radio have been hearing that we are facing a new era, with frequency modulation and television and facsimile just around the corner, or just over the horizon. This coming year will see the inauguration of hundreds of new stations. Many of these will be of the so-called "standard" type; others will be FM; a few will be television; and some will be facsimile.

Radio itself is not much older than most of us in this room. In comparison with art, printing, telegraph, and even film, we are the youngest of the several means of communication—the youngest in the medium of transmittal—but, and this is sometimes forgotten, we are the oldest in that what we transmit is primarily the human voice.

Radio is sometimes accused of using material as old as the human voice. I'm not altogether averse to this—at least our aged material has stood the test of time. But here's the question: With the increase in the number of stations, and consequently some increase in the number of listeners—although there are those who say that any further increase in the number of stations will merely divide the present number of listeners—what are we who are in radio going to do?

Charles R. Denny, formerly chairman of the Federal Communications Commission and now general counsel for the National Broadcasting Company has remarked that

... the increase in the number of stations means that the old stations will have competition; and new competition will bring it some change. It will bring men [and women] with new ideas, new ways of doing business, and new ways of programming.

Many of us hope that Mr. Denny carried some of his philosophy with him to his new position.

Already there are innovations on the air. A leading corporation is sponsoring a public service program of dramatized Bible stories on Sunday nights, without any commercial announcements. Another corporation sponsors great drama; another sponsors great music; still a third will sponsor a purely educational program. And in addition to these trends, we still have the great comedy programs, and everything else that goes into American radio.

My point is that there has been but little change as yet—a few straws in the wind, but no major change in network programming. We have seen one network disown the so-called soap operas; we have seen another program its mystery shows at a late hour; but we have also seen one network employ expensive scientific research workers to explain away some of the criticism of soap operas. Likewise we have seen networks employ expensive child-guidance specialists to explain away criticisms of the cliff-hanger type of kids' program. We have, in fact, seen the major broadcasters of America—and this includes the agency, the network, and the local outlet—not attempting to clean-up their present programs and to present something different, but

rather to justify what they are presently broadcasting.

It is a surprising thing about radio surveys and research projects: nine times out of ten, the conclusions drawn by the expensive hired experts are those which the network or station executives already hold.

Have you ever seen a local station coverage map, "made after extensive survey" that did not give the local station first place in listeners in its primary coverage area? Have you ever seen a radio "investigation of the harmfulness of certain types of programs" that actually said such programs were possibly harmful? Have you ever seen a broadcaster who did not think the *status quo*, with minor modifications—in special instances—of course—was not completely all right?

I have purposely pointed out some of the "notions" of broadcasters because I have been speaking, of course, about men in broadcasting. Here is a medium which devotes 90 per cent of its time to the selling of goods purchased by women; which operates at least one-third of the time when women are its main body listeners; which invades the privacy of the home, as we all know, ruled by women. And yet I would be willing to bet, because I do not have an exact figure, that less than 1 per cent of the people engaged in broadcasting—and this includes the agency, the network, and the local outlet—are women. How many women, exclusive of stenographers and hostesses, are employed in your station?

\*An address given at the annual luncheon, Association of Women Broadcasters of the NAB, District 9 Regional Conference, Chicago, December 13, 1947.

In how many stations is the women's department staffed by one or at most two women. And how many times are they or their ideas and opinions considered when a program policy is being formed; or when a new time is being considered for a program; or as to what the station should release from the network and what it should do locally?

It has been my experience, both in and out of broadcasting, that women are "needlers"—that they are spark-plugs—that frequently they see more clearly and more roundly the problems which face us all today, and through their continuous "needling" they eventually get what they want. I think it is time for you as women broadcasters to start some of this needling; I think it is time for you to demand more of your station manager than a fifteen minute or thirty minute program a day.

I know that your "homemakers" programs are your bread and butter in the mind of the station manager. Too often your existence as a broadcaster is determined by how well you manage your homemakers program; how many "participants" sponsor it; how many inquiries you receive from the offer of a new recipe or whatever—and let me say that most of you do your homemakers programs with such eclat that even the most disgruntled station manager cannot find fault.

I think you can carry this "know-how," this experience, this way of getting things done into other fields. If I were a woman broadcaster, I would consider as my first responsibility my listener. Have you ever stopped to think that the listener does have the greatest stake in radio? This point has been rather forcefully brought home to me this past week. In placing an order for FM sets to be used in the schools [and bought by each school, not from tax funds] I discovered that the investment of the schools almost equalled the Board's entire investment in transmitter and studio equipment. Think of that! If the money that has been spent by listeners in the past 25 years for receivers could somehow be collected into one fund, the holder of that fund could buy every network, every station in the United States.

We in radio have been trained to think of our audience as the single listener or at best a group of three or four, with one radio turned on; but,

consider that you had in one week received 5,000 replies from your listeners, and each listener had paid, say, \$100 for his set. The total listener's investment would be \$500,000. Ask yourself: Is your station worth that? Now, money is not the best way to judge the value of a medium of communication; human values enter the picture also. I suppose if Mary Arden on Station WXYD, in her homemakers program, gives a recipe for biscuits and Mrs. Just-Married makes them for dinner and they are a success [as are all recipes given out by Mary Arden] and Mr. Just-Married decides that because the biscuits are a success he'll not break up his marriage as he had contemplated, I suppose the entire program of Mary Arden is worthwhile, and justified, simply because it kept this one family together. I think too often station managers, producers, actors, program men and women become too distant from the human values. I think they are so involved with microphones, consoles, transmitters that they forget that after all they are on the air for the listener, not to keep a 50,000 watt transmitter lighted up.

But who are these listeners? You women broadcasters know that in your home town, Mrs. Jones and Mrs. Smith and Mrs. Nelson down the street and perhaps Mrs. Johnson out on the farm are listening. You know this because they have written you for a recipe, or for advice or for a new "give-away." But have you ever stopped to consider that these same people are not always in their kitchen nor always glued to the radio set listening to the troubles of Miss Phillip's "other-people"? They have their problems within the community; they are faced with the same national problems you and I are, they are faced with the same international problems. I beg you women broadcasters to stop thinking of American women listeners as someone always mixing up a cake. It is your responsibility as women broadcasters, on the local level, to use the same imagination and ingenuity you use in stirring up a new cake or a new homemakers program, in stirring up the thinking of your listeners.

In the annual report of the great Cooper Union, New York City's outstanding center of adult education, appear these words:

Education in its broadest meaning can and

must take a leading part in the program of action to meet the national crisis. Radio can help in that it can aim to reach groups as well as individuals. Prominent and vigorous speakers over the radio often spark a local group into a lively discussion . . . if the powers of our present day communications—radio, television, motion pictures, printing—can be harnessed to enlightenment as well as entertainment, we may be able to preserve our way of life, even including the privilege of listening to the soap operas on the radio or watching prize fights and baseball over television.

You ask, how do I fit into that picture? Very logically and very easily. You are a leader among women in your community. You are a leader in your own station. You are to bring the two together. The pressing question in our post-war era is leadership. We must hope that we already have somewhere potential leaders from our adult population—men and women of integrity and vision; for without vision, our nation will perish. These leaders must be keen to know what motivates the people; for some it is security; for others opportunity, adventure, or recognition. You as women broadcasters know, or should know certainly, what motivates your audience. That is your job—that is the job of radio—part of your time is given over to motivating the purchase of specific products. I suggest that you as leaders in your chosen field, should give part of your time—and I am not so sure that it shouldn't be the greater part—in motivating thinking about, discussion of, and action concerning the problems which face us as a community, a nation, and, in fact, as a peaceful world.

In summing up, then, let me congratulate you women broadcasters of Illinois and Wisconsin first on the selling job you have done for industry; on the human values you know and consider in presenting your programs. Let me ask that you broaden your scope to include a greater resource of programs—that you bring to the pressing problems which face us today the same imagination and ingenuity in programming that you bring to the introduction of a new flour or soap. You are leaders in your profession. You must be leaders in your community. Your community, your state, and nation must not wait in vain for leaders. Your responsibility is great—first, because you are women, and secondly because you are part of an industry which contains within itself the power for great evil or the greatest good. —GEORGE JENNINGS, director, Chicago Radio Council.



# St. Paul Students and the Microphone

TEN ST. PAUL HIGH SCHOOLS—ten modern radio workshop studios! That is one of the goals of the Radio Division of the St. Paul Department of Education—a goal which is well on its way to being realized. Drop in today to Room 300 at Mechanic Arts high school and you will find the workmen sound-proofing the new radio studio there. This is the seventh to be constructed. Six have been completed. The sound-proofed, glassed-in broadcasting studio, with its microphones, speakers, baffles, control rooms, control panel, recorders, play-backs, and studio warning lights, has a professional appearance and usage that is a delight to the teacher and students alike.

In the schools where the radio workshop studios have been installed, a vital new interest in speech has been evidenced by the students, with a higher enrollment in speech classes than ever before. The use of the microphone and the recorder appeals not only to the radio workshop student or to the student definitely interested in dramatics and formal debating, but to the student who merely wants to learn how to "talk." It is most important to place more emphasis on the training of students to think and speak with ease—directly and simply. Too many adults in their chosen vocations and civic contacts lack poise and confidence in their ability to talk to another individual or to a group of individuals. In the preparation and broadcasting of student programs, whether it is to one classroom, to several classrooms, to the school assembly, or actually "over the air," experience tends to develop poise and a more effective style in verbal expression. It makes students of listening groups understand why some speakers can be heard distinctly and with pleasure while others produce a jargon of words. With the use of the microphone, there is an excellent opportunity to give instruction in pronunciation, enunciation, phrasing of words, pitch of voice, and tone quality. With a well-equipped radio studio in each high school, hundreds may benefit instead of thirty or forty in a central workshop.

Here in St. Paul, we are fortunate in having KUOM, the University of Minnesota radio station, furnishing our classes with educational programs and

special training to selected students. Our administrators and principals are giving full cooperation to KUOM in the use of its programs, especially those offered by the Minnesota School of the Air directed by Betty Girling. At the same time, our Radio Division is placing emphasis in thought, time, and money on the ten individual high school radio workshops, its in-school training, and actual "on the air" programs. It has been interesting to see articles in the high school papers and in St. Paul City papers with headings such as: "Radio Workshop Installed at Wilson High School"; "Radio Interests Murray Students"; "Monroe Seniors in Radio Forum"; "Harding Students Open Radio Workshop"; "High School Radio Workshops Introduce the 'Golden Story Hour'"; or "Johnson Students Participate in the 'Junior Town Meeting of the Air.'" The interest is alive, vital and enthusiastic.

It is only with the understanding and cooperation of the commissioner of education, the superintendent of schools, the principals, and the speech teachers that the actual installation of the studios and the training program has been carried out. At first there were the obstacles of "no money," "no space for studios," "we've had no training to teach radio," but through an understanding of the problems of all concerned, the obstacles gradually disappeared. The department paid for actual construction costs, the principals fund paid for acoustical material and part of the equipment, and the speech

teachers raised money through the presentation of plays to buy additional equipment. Just this week an order was placed by the Department for eleven new wire recorders, one to be placed in each high school to be used by the students. An individual may record his minute, five minute, or half hour talk, play it back immediately, appraise it, and then erase it so that the same wire may be used over and over again. An outstanding radio program may be recorded "out of school" and brought into the social studies or English class the next day for listening. A rehearsal of the *Golden Story Hour* or the *Junior Town Meeting of the Air* may be recorded so that students may analyze their presentation. These are just a few of the ways to use the recording machine.

And so the activity of the radio workshops goes on: creative script writing, directing, announcing, acting, creating sound effects, analyzing individual work or radio programs—much of the activity motivated by actual "on the air" presentations such as the *Junior Town Meeting of the Air* over WTCN; *The Golden Story Hour*, WMIN; or *Hi, Ho Junior*, WMIN. Teachers having radio workshop classes and studios are enthusiastic over the results achieved. It is up to all educators to meet the challenge of the possibilities inherent in radio communication for enriching the educational experiences of our boys and girls. — LORAYNE PALARINE, supervisor of radio education, St. Paul Department of Education.



Students in one of St. Paul's Radio Workshops [Marshall high school, Grotto Street and Ashland Avenue], MILDRED MCGOWAN, director.

# AER Committee on Cooperation with the Radio Industry

**T**HE FOLLOWING REPORT to the President and members of the Association for Education by Radio is submitted as a proposed plan of procedure for the Committee on Cooperation with the Radio Industry. It is offered for the consideration of the members of the Association merely as a proposed outline of those areas in which further cooperation with the radio industry may be implemented. Your recommendations are solicited concerning any of the proposals here listed or any additional subjects which in your opinion should come to our attention.

## I. Objectives

A. To determine those areas in which further cooperation between the radio industry and educational radio can be effected.

B. To analyze the instructional programs in radio broadcasting at the high school and college level, and to establish minimum standards acceptable to both the industry and the teaching profession for practical training in radio techniques.

C. To cooperate in projects sponsored by the industry designed to extend and improve the broadcasting of programs in the public service field.

D. To establish a plan for the joint sponsorship by industry and educational radio of a group of internships or scholarships available to outstanding students in radio broadcasting offering them additional opportunities for practical experience in radio through actual employment either on an in-school basis or during the summer vacation period.

## II. Possible Approaches

A. Exchange of individual programs and program series between commercial stations or networks and educational stations or institutions through the Script Service of the Federal Radio Education Committee or other centralized script or transcription services established by the Association for Education by Radio.

B. Exchange of speakers for meetings of national significance concerned with all phases of radio broadcasting, both in the commercial and educational fields.

C. Cooperation in research projects through the promotion of postgraduate

study of radio through the organized use of commercial radio facilities and recognized graduate schools of the nation.

D. Cooperation in supplying the services of leaders of the radio industry as guest instructors and lecturers in high school and college radio courses.

E. Sponsorship of nationwide surveys in cooperation with the National Association of Broadcasters, the American Association of Advertising Agencies, and other industrial groups to establish an accrediting agency for college courses in radio broadcasting, and to establish minimum standards for high school training in radio.

F. Coordination of all of these liaison efforts with similar projects sponsored by the Federal Radio Education Committee, the Speech Association of America, the National Association of Educational Broadcasters, the Music Educators National Conference, the National Council of Teachers of English, and other agencies.

G. Promotion of outstanding industry-sponsored public service projects within the schools and colleges to increase listener acceptance for these efforts.

H. Extension of the listener council plan as a method of securing additional listener support for local programming in the public service field.

I. Proposing new program areas for development by the industry in its public service programs.

J. Support of efforts to establish ac-

ceptable codes for standard program practices in the industry.

K. Enlisting cooperation of the National Association of Broadcasters, the Television Broadcasters Association, and the Frequency Modulation Association in the establishment of experimental internships in standard radio, FM, and television at the network level for postgraduate study of all phases of broadcasting.

L. Establishment of non-voting associate memberships in the National Association of Broadcasters for staff members of educational stations, high school and college instructors in radio, and representatives of other agencies interested in educational radio.

## III. Recent Developments in Cooperative Projects

A. WOR plan for the selection of two junior executives without title, college graduates, for practical experience in broadcasting.

B. Speech Association of America project to further cooperation between industry and educational radio, with Dr. H. B. Summers, Ohio State University, as chairman.

C. Educational Standards Committee of the National Association of Broadcasters, with Ralph Hardy of KSL, Salt Lake City, as chairman, for the establishment of an accrediting agency in radio training, similar to those agencies already established by the medical and legal professions.

D. Small Stations Project sponsored by the University of Denver with annual meetings in Denver to study the mutual problems of small station management and radio training at the college level, with Russell Porter as chairman.

E. WFIL-Temple University Plan, with Dr. Armand Hunter, Temple University, serving as director of radio of the University and also as educational Director of WFIL.

F. Radio News Internships, established under the joint sponsorship of the Council on Radio Journalism of the American Association of Schools and Departments of Journalism, and the National Association of Broadcasters, with college instructors in journalism serving for one year as full-time employees in commercial station news de-

## A Prayer for the United Nations

Dear Lord, teach us to act instead of dream;

To work for Peace instead of wishing for a miracle;

Make us honest men and honest women, With the strength and the courage

To lift a dying Peace

From the ashes of empty Victory, And make it live again.

Dear Lord of Heaven and earth,

Give us these strengths

While there's time,

To breathe life into Peace again,

And keep it a living fire,

Forever and ever.

Amen.

—DICK DIESPECKER



partments at KFI, KPRC, WHBC, WHO, WSYR, and WTMJ.

G. Proposed establishment by Stations KVET and KTBC in Austin, Texas, of experimental scholarships at the University of Texas.

H. Establishment of part-time jobs by Stations KVET, KTBC, and KNOW of Austin, Texas, for selected students from the University of Texas majoring in radio broadcasting.

I. KSTM Plan under the direction of Karl O. Wyler, president and general manager, in cooperation with the Texas College of Mines and Metallurgy by which courses in radio are conducted under the joint sponsorship of KSTM and the college, with station executives serving as instructors.

J. Oklahoma Project, under the direction of Dr. Sherman P. Lawton, University of Oklahoma, for the sponsorship of an annual conference on radio salesmanship and programming problems, with commercial station representatives, advertising agency executives, and college faculty members and students as participants.

K. Syracuse University Plan, directed by Dr. Kenneth Bartlett, in cooperation with commercial stations of Syracuse, New York, for the employment of students majoring in radio, and for the screening of prospective students to eliminate those who lack necessary qualifications.

L. NBC Institutes, at Northwestern University [with Judith Waller of NBC as director] and the University of California [with Jennings Pierce of NBC as director], comprising an intensive six weeks course in advanced radio broadcasting, with network executives as instructors.

M. Rocky Mountain Radio Council, under the direction of Allen Miller, Denver, for the cooperative development, scheduling, and production of education programs under the joint sponsorship of social welfare, educational, and civic agencies, using the facilities of commercial stations of the region.

#### IV. Committee Membership

This committee has the following members: Judith Waller, National Broadcasting Company; Robert Sauddek, American Broadcasting Company; Luke Roberts, KOIN, Portland, Oregon; Ellsworth Stepp, University of Colorado; Kenneth G. Bartlett, Syracuse University; Armand L. Hunter,

Temple University; Elsie Dick, Mutual Broadcasting System; Russell Porter, University of Denver; and Thomas D. Rishworth, University of Texas, *Chairman*.

#### V. Looking Ahead

This report is submitted as a review of progress in the development of cooperation between the industry and the schools and colleges of the nation and as a recommendation of further areas for the extension of liaison efforts under the direction of the AER. It is presented with the conviction that commercial radio and education have many common problems for which solutions can be reached through cooperative effort.

Three members of the committee—Armand Hunter, Russell Porter, and Thomas D. Rishworth—met with Robert Richards and other representatives of the NAB in Chicago on October 28, 1947. Mr. Richards and his colleagues received the above report with the greatest interest and gave assurances

that the recommendations for effecting greater liaison between industry and educational radio would be presented for the consideration of the NAB membership at the earliest opportunity.

The committee is proceeding with the belief that any progress in the use of radio as an instrument for the communication of ideas and ideals must be the result of adequate training at the school and college level for young people who intend to enter radio as a profession, an art, and a business, and that the best techniques and attitudes for these training courses must meet standards acceptable to the industry while at the same time fulfilling the responsibility of the educational institution to instruct every student in the duties of a rational and creative human being. Responsible leadership in the industry recognizes the impact of radio on the social structure, and we who are training young people for this leadership can learn much from our colleagues in the commercial field.

## Events—Past and Future

### Alpha Epsilon Rho Honors Hooper

Beta Chapter, Alpha Epsilon Rho, initiated C. E. Hooper, head of C. E. Hooper, Inc., and well-known authority in the field of radio audience measurement, into the Syracuse University chapter of the honorary radio fraternity on December 10, 1947.

Mr. Hooper was made an associate member of the fraternity and was presented with a certificate at the banquet which followed the formal initiation ceremonies. In addition to Mr. Hooper,

twelve Syracuse undergraduates were initiated on this unique occasion.

The initiation and banquet climaxed an entire day of "Hooper activities" at the Syracuse University Workshop and at WAER, the university's experimental FM station. "WAER Hooperating Tops!" was his reported reaction to the Workshop and Station.

### Oklahoma Radio Conference

The Annual Radio Conference, University of Oklahoma, will use the theme, "The New Look in Radio," for



C. E. HOOPER being presented with an associate membership in Alpha Epsilon Rho at Syracuse University on December 10, 1947. [l to r] LOWELL JOHNSON, faculty adviser, Beta Chapter; MR. HOOPER; and BRUCE CLARK, president, Beta Chapter.

its 1948 meeting. Sessions will be held at Norman, Oklahoma, and at Oklahoma City on February 26-28. Immediately following the Conference, February 29 [Sunday] a regional AER meeting has been scheduled.

Associated with the University of Oklahoma Conference this year will be a three-day Radio Sales Training School, March 1-3. This school will be held at the Extension Division, University of Oklahoma, and will be in charge of Fred Palmer of Cincinnati, Ohio.

The Oklahoma Radio Conference is attended each year by representatives of networks, stations, agencies, teachers, students, organizations, religious groups, and the general public. It serves as an important forum for the discussion of professional and lay radio problems and its attendance has reflected the timeliness of its programs.

Dr. Sherman P. Lawton, coordinator of radio, University of Oklahoma, is director of the Conference. He draws on the advice and suggestions of members of the University staff and of a national committee consisting of the following:

J. J. Bernard, KOMA, Oklahoma City; M. H. Bonebrake, KOCY, Oklahoma City; Para Lee Brock, Atlanta; Rowland Broiles, Fort Worth, Texas; Martin Campbell, WFAA, Dallas; Arthur Casey, WOL, Washington, D. C.; Dr. W. W. Charters, Columbia, Missouri; Charles F. Church, KMBC, Kansas City, Missouri; Jean Clos, WHAS, Louisville; Bob Compton, WCAZ, Carthage, Illinois;

Vernon G. Dameron, National Education Association, Washington, D. C.; Elsie Dick, MBS, New York; Willard D. Ego, Broadcast Management, Inc., Washington, D. C.; Robert Enoch, KTOK, Oklahoma City; Ray K. Glenn, Fort Worth, Texas; Lee Hall, Kansas City, Missouri; Leslie S. Hauger, Tulsa, Oklahoma; Robert B. Hudson, CBS, New York; J. Souland Johnson, KMOX, St. Louis;

Kenneth K. Kellam, KWKH, Shreveport, Louisiana; Harold W. Kent, Kamehameha Schools, Honolulu; Dr. William B. Levenson, Cleveland, Ohio, public schools; Dorothy Lewis, NAB, New York; Ben Ludy, WIBW, Topeka, Kansas; Monty Mann, Dallas, Texas; Jack N. Pitluk, San Antonio, Texas;

Robert K. Richards, NAB, Washington, D. C.; Harlow P. Roberts, Chicago; Lowe Runkle, Oklahoma City; Robert Saudek, ABC, New York; P. A. Sugg, WKY, Oklahoma City; Dr. I. Keith Tyler, Ohio State University, Columbus; Earl Williams, KFAB, Lincoln, Nebraska; and William O. Wiseman, WOW, Omaha.

### The Rhode Island Conference

"Radio in Education in Rhode Island" was the theme of a Conference held at Rhode Island College of Education on December 4, 1947. It was sponsored cooperatively by the Rhode Island State Department of Education

and the Rhode Island College of Education.

Dr. Michael F. Walsh, director of education, presided, explained the purpose of the Conference, and introduced the speakers. Henrietta Brazeau, director of radio, Pawtucket city schools, opened the morning session by presenting the topic, "Using Radio in Schools." This was followed by "Educational Radio as Broadcasters See It" by Ben Hudelson, WBZ-WBZA, representing Rhode Island broadcasters; and "Present Practices and Possibilities" by Kelsey B. Sweatt, executive secretary, New England Committee on Radio in Education.

Following a one o'clock luncheon there was a demonstration of transcriptions, recordings, and playbacks, through the courtesy of C. S. Nickerson and the J. L. Hammett Company. The Conference closed with a roundtable discussion by broadcasters, radio workshoppers, and the audience on the topic, "What Can Rhode Island Do?"

Maurice Dolbier, writing in *The Providence Sunday Journal* indicated great satisfaction with the results of the Conference. As he put it,

More people attended than its sponsors could have hoped; more teachers reported that they were already using radio in the schools than most of us outsiders believed; representatives from most broadcasting stations put in an appearance, and expressed their desire to be of service.

Mr. Dolbier singled out two individuals as primarily responsible for the success of the Conference: Dr. E. L. Austin, state supervisor of secondary education, who "sparked" the Conference; and Henrietta Brazeau, whose work in Pawtucket is so well and favorably known, and whose inspiring address provided the necessary enthusiasm to proceed in increasing the school use of radio throughout the entire state.

### Mass Media and International Relations

Dr. Arno Huth, in cooperation with the Department of Public Information of the United Nations, begins on February 11 a new fifteen-week course, "Mass Media and International Relations," at the New School for Social Research, New York 11. This constitutes a new experiment in adult education, and will be watched with great interest.

The course examines the international activities in the fields of press, film, and radio, and the potentialities

of the new techniques of word and image transmission: facsimile and television. Two lectures are devoted to providing the necessary background to the subject; the last three to a discussion of new international developments; and the remaining ten to the specific mass media mentioned earlier.

An imposing list of guest speakers will assist Dr. Huth. They include: Benjamin Cohen, Byron Price, Peter Aylen, Jean Benoit-Levy, Wilder Foote, General Frank E. Stoner, George W. Bailey, William F. Brooks, Lyman Bryson, Alistair Cooke, James Lawrence Fly, Herman S. Hettinger, John V. L. Hogan, Bryn J. Hovde, Gerald M. Mayer, Jack R. Poppele, Richard De Rochemont, A. D. Willard, Jr.

### New England Conference

The Annual Fall Conference of the New England Committee on Radio in Education was held in the Copley-Plaza Hotel, Boston, November 19-20, 1947. Two sessions were held: a dinner meeting on November 19 and a morning session on November 20.

"What are the problems of radio in education in New England? What are some of the successes in this area? What are worthwhile procedures which ought to be followed?" These were the questions which guided the panel discussion at the opening session. E. Everett Clark, chairman, New England Committee on Radio in Education, and director, Division of University Extension, Massachusetts Department of Education, presided. The keynote speaker and moderator of the panel was Herbert A. Clark, lecturer in education, Smith College.

Panel members were: Dr. Homer W. Anderson, superintendent of schools, Newton, Massachusetts; Elsie Dick, director of education, MBS; Teresa R. Flaherty, director of elementary supervisors, Boston School Department; Mrs. Mary L. Goodale, director of music, State Teachers College, Johnson, Vermont; H. Gordon Hawkins, program and educational director, Westinghouse Stations, Inc., Philadelphia; Robert B. Hudson, director of education, CBS; Harrison C. Lyseth, superintendent of schools, Portland, Maine; and Robert Saudek, director of public service, ABC.

The session the following morning was devoted to the topic, "What is New England Doing in Radio in Educa-

tion?" General presentations were made by Kelsey B. Sweatt, Office of Radio, Massachusetts Department of Education, and executive secretary, New England Committee on Radio in Education; George W. Slade, assistant director, Lowell Institute Cooperative Broadcasting Council; and Abraham Krasker, director of visual aids, Boston University School of Public Relations.

Presentations on behalf of the individual states were made by Joseph T. Nerden, supervisor, Audio-Visual Edu-

cation, State Department of Education, Hartford, Connecticut; Mrs. Ella Bates, teacher, Bath, Maine; Mrs. Elsie Sears, writer and producer of *The Music Gallery*, Station WBMS, Boston; Blanche Crippen, educational director, Station WKXL, Concord, New Hampshire; Henrietta Brazeau, director of radio, Pawtucket School Department, Pawtucket, Rhode Island; and Hugh W. McLaughlin, head, English Department, and radio director, Vermont junior college, Montpelier.

## Broadcasts for Schools

### Rhode Island

The use of radio in the schools of Rhode Island with state-wide emphasis took its initial step in March, 1946, when the director of education [Rhode Island] joined with five other commissioners of education in New England to establish the New England Committee on Radio in Education. The cities of Pawtucket and Providence had carried on rather extensive activities in educational radio prior to that date.

The next direct step forward was made in July, 1947, when nine teachers and supervisors from Rhode Island joined with one hundred and fourteen others in the First New England Radio in Education Workshop conducted cooperatively by the New England Committee, Boston University, and the broadcasters representing the seventy-five network and independent stations of New England. One Rhode Island representative acted as director of the Workshop, two others as consultant and moderator, and the remaining six as participants in the workshop program.

Stimulated by the growing interest and participation, a one-day statewide conference was called on December 4, 1947, by the State Department of Education. One hundred fifty-five educators, broadcasters and delegates from interested organizations registered for the conference. It was significant that of this number, forty-six were superintendents and principals and ten commercial broadcasters. E. Everett Clark, chairman of the New England Committee and Kelsey B. Sweatt, executive secretary, represented that body with valuable contributions. Allied organizations attending included the State Congress of Parents and Teachers, the Rhode Island Public School Officials

Association, *The Providence Journal-Bulletin*, the Junior League of Providence, Rhode Island State College, and the Rhode Island College of Education. The program consisted primarily of an inventory of present conditions and possibilities as educators and broadcasters see them and a roundtable discussion on the topic "What Can Rhode Island Do About It?"

Immediately plans were drawn for setting up a central state committee to evaluate and recommend programs and in-service courses for teachers and supervisors and to further investigation of workshop possibilities for 1948.

Rhode Island, because it is such a small state and has a very dense population as well as excellent radio coverage, offers a splendid opportunity for development in radio education. There are four major network stations and

four smaller independent stations in an area of approximately 37 by 50 miles. FM stations are under construction. One public school system—the one in Pawtucket—has made steady and substantial progress in the use of radio both through the use of existing programs and through program production and broadcasting. — EVERETT L. AUSTIN, state supervisor of secondary education [Rhode Island], and HENRIETTA BRAZEAU, director of radio, Pawtucket [Rhode Island] public schools.

### School Broadcasts by Westinghouse

An estimated 1,350,000 students in 2,700 public, private and parochial schools in 15 states are participating in the 1947-48 series of educational programs now under way in six Westinghouse radio stations, according to J. B. Conley, general manager of the stations. The series includes approximately 900 individual programs.

These figures, compiled in a recent survey, indicate an increase of nearly 100 per cent over last year, Mr. Conley points out, both in the number of schools reported participating and in the number of students involved.

Stations presenting the series include: KDKA, Pittsburgh; WBZ, Boston; KYW, Philadelphia; WBZA, Springfield; WOWO, Fort Wayne; and KEX, Portland, Oregon.

First Westinghouse effort toward education by radio came in 1923, with

## A Reminder . . . .

Have you invited your friends to join the AER? Have you contacted your local stations and discussed with them the part they can play in the AER? Do the schools in your area subscribe to the AER JOURNAL? Do the libraries in your community receive the AER JOURNAL?

If you cannot make these contacts yourself, why not send suggestions to us? We'll be happy to make the contact.

### AER Membership Committee

PAUL L. BOGEN, director of radio, University of Nebraska, Lincoln  
MRS. KATHERINE FOX, Station WLW, Cincinnati, Ohio  
BETTY GIRLING, Station KUOM, University of Minnesota, Minneapolis  
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PATRICIA GREEN, assistant supervisor of radio, Portland Public Schools, Portland, Oregon  
MRS. ROBERT H. JONES, JR., 8 Peachtree Circle, N. E., Atlanta, Georgia  
DOROTHY KLOCK, Station WNYE, Brooklyn Technical High School, Brooklyn 1, New York  
GLADYS LATHAM, 3021 E Street, Sacramento, California  
LILLIAN B. REYNOLDS, 6123 West End Blvd., New Orleans, La.  
ROBERT C. SCHIMMEL, 178 Edgehill Road, Milton, Mass  
KATHLEEN N. LARDIE, *Chairman*, supervisor—radio education, and manager, Station WDTR, Detroit Public Schools, 9345 Lawton Ave., Detroit 6



inauguration of a program at WBZ presented in cooperation with the Massachusetts State Department of Education. Under this arrangement listeners who followed the series could qualify for university extension course credits by passing appropriate tests at the conclusion of the course.

Educational features have had a prominent place in the programming of all Westinghouse stations since that time, and in 1942 the present comprehensive type of educational series was inaugurated at KYW. This treatment has proven highly successful, not only in Westinghouse stations, but in other stations, colleges, and municipalities where it has been used as a model. Within the last year certain aspects of the program have been copied by the United States Army for use in occupied countries.

The 1947-48 series is the fifth to be presented by KYW; the fourth for KDKA, WBZ, WBZA, and WOWO; and the second for KEX, acquired by Westinghouse in 1945.

More than half of the current programs are in the five-a-week, Monday-through-Friday morning strip broadcast for classroom listening by KDKA, WBZ, WBZA, and KYW. These programs cover five subjects a week, a different one each day, and sound educational value is assured by having all programs either prepared or approved by teachers. Programs cover a wide variety of subjects including music, history, literature, geography, current events, religion, the arts and sciences, and physical culture.

To insure maximum usefulness, stations prepare handbooks describing each day's broadcast which are distributed free of charge to teachers in public, private, and parochial schools, so that classes may be prepared in advance for each lesson. More than 20,000 manuals describing the 1947-48 series have been distributed to date.

Other outstanding programs in the series include *Adventures in Research*, a 15-minute excursion into the world of science; the *Junior Town Meeting* programs which, as their name implies, treat a wide variety of public affairs; and several programs designed to combat juvenile delinquency which have won the acclaim of the FBI.

The series is under the direction of Gordon Hawkins, program and educational director of Westinghouse Radio Stations, Inc.

## Pawtucket

The Pawtucket public schools have carried on a program of radio activities—both curricular and extra-curricular—since 1941 when the first local radio station, WFCI, opened its doors. Taking advantage of the newly-awakened interest in radio in the community, Alfred J. Maryott, superintendent of schools, introduced a program of radio activities in the city schools in September of that same year. The project called for a full-time director and included the teaching of radio broadcasting in the senior high schools, the organization of radio clubs in the senior and junior high schools, and a radio workshop to be conducted with the cooperation of Station WFCI.

Radio studios, resembling commercial radio studios, were set up in the senior high schools to serve as centers for the radio activities of those schools. These studios, which are fully equipped, give the students the advantage of studying broadcasting and rehearsing school productions under actual studio conditions.

An important contribution of the radio clubs is the purchase each year of new books of interest in the radio field. The sum of twenty-five dollars is set aside by each club for this purpose. The clubs also arrange assemblies for the student body and invite prominent members of the staffs of local radio stations and networks to address the students. The carry-over value of the junior high school radio clubs has helped immeasurably in the expansion and promotion of all the radio activities in the senior high schools.

The original plans for the use of radio in the schools were changed considerably with the tragic events of December, 1941. The in-school listening program had just been launched. The radio workshop, organized but a short time, turned immediately to the

production of programs designed to promote the sale of war stamps and bonds throughout the schools of the city.

The radio workshop planned and produced two wartime series—*Education for Victory* and *Schools-at-War*—showing the changes in the school curriculum in step with the nationwide movement to prepare the nation's youth for an active part in the war effort. The radio workshop is frequently called upon to help in community drives, Junior Red Cross, Girl Scouts, Fire Prevention Week, Music Week, and Science Fair Week. In 1946 the radio workshop presented an interesting series entitled *Let's Visit Our Schools*. Each school prepared and presented a broadcast—a picture of its own activities and school life. Scripts were written by members of the faculty and both principals and teachers took part in the programs with the students.

Special tribute should be paid to the local radio station, WFCI, which fostered these activities from the very first. Members of the staff present courses of talks on the various phases of station operation for the students; transcriptions and press releases concerning programs of interest are made available. One of the most generous and valuable contributions of the station is the WFCI Broadcasting Award, a gold wrist watch, presented on Class Day to the outstanding student broadcaster in each senior high school. On December 2, 1947, *School Time*, a series of programs designed for in-school listening, was inaugurated over WFCI and is heard every Tuesday and Thursday from 8:45 to 9:00 a.m. *School Time* will present programs relating to the various subject fields at different age levels and, as the interest and audience increase, it is expected that *School Time* will be heard every school day throughout the school year. Two new series, which began January 27, are *Books Bring Adventure* and *Up and Down the Scales*.

## Noteworthy Programs

### Teacher Wins Grand Prize

An Ohio high school teacher's letter paying tribute to Columbia network's *CBS Is There* as "extremely helpful and stimulating . . . in this age of hysteria and cross-purposes" won the grand prize in the national contest on "What Is Your Favorite Radio Pro-

gram—and Why?" conducted by two major radio organizations.

The winner of the contest, to which some 200,000 letters were submitted to women broadcasters of 177 broadcasting stations, is Iris Haverstack, 300 Eighteenth Street, N. W., Canton, Ohio. She received as her prize a de-

luxé radio-phonograph console.

Sponsored by the Association of Women Broadcasters of the National Association of Broadcasters, and the Radio Manufacturers Association, the contest had four major objectives: [1] To encourage listeners to express their opinions; [2] To help broadcasters learn more about listeners' program preferences; [3] To build a closer listener-broadcaster relationship; and [4] To stimulate appreciation of the American system of broadcasting.

Participants entered the contest by submitting their letters to women broadcasters conducting radio programs in cities all over the U. S.

#### The winning letter:

WGAR presents the most novel program of the year in *CBS Is There*. It certainly leads all other networks in producing dramatically the great crises in man's history, those crucial moments which even well-read people might pass over casually without realizing how vital such events and their implications could be to modern man's problems.

In this age of hysteria and cross-purposes, of low ideals due to War's backwash, it is extremely helpful and stimulating to see how mankind once reacted over similar perplexities in the past.

There is no more attractive way to present the underlying causes of a tyrant's rise, of an insane drive to conquer the world, of our persecution of wise men merely because they belong to the opposite party, of the courage that can arise in a hero's heart, than are the several striking broadcasts already given under the caption, *CBS Is There*.

I always recommend it heartily to my high school students each time it occurs. And I hope I myself never miss a time WGAR carries the program.

*CBS Is There* is heard Sundays, 2:00-2:30 p.m., EST.

The seventeen regional winners, all of whom also received radio-phonograph consoles, and the programs that provided their themes were as follows:

- Mary C. Mulcahy, Elmwood, Connecticut, *America's Town Meeting of the Air*;
- Mrs. Sidney Schoenwald, Ontario, New York, *Fred Waring*;
- Mrs. Robert Rinehart, Baltimore, Maryland, *America's Town Meeting of the Air*;
- Floretta H. Cleaves, Washington, D. C., *Invitation to Learning*;
- Isabel Tudeen, St. Petersburg, Florida, *Meet the Press*;
- Mrs. Thomas L. Justice, Mosheim, Tennessee, *Ma Perkins*;
- Agnes M. Gillespie, Youngstown, Ohio, *Don McNeil's Breakfast Club*;
- Mrs. John Richardson, Kokomo, Indiana, *The Greatest Story Ever Told*;
- Mrs. Elizabeth Ann Sullo, Milwaukee, Wisconsin, *Lux Radio Theatre*;
- Mrs. Myerna L. Krebs, Davenport, Iowa, *Fred Waring*;
- Martha Westberg, Rapid City, South Dakota, *New York Philharmonic*;
- Mrs. Glen D. Anderson, Oklahoma City, Oklahoma, *Light of the World*;
- Mrs. Jack Ponder, El Paso, Texas, *One Man's Family*;

Mrs. Edward Bourquin, Missoula, Montana, *CBS Was There*;

Harmony Harper Moreland, Eureka, California, *America's Town Meeting of the Air*;

Burr Willard, San Bernardino, California, *Metropolitan Opera*;

Kathleen L. Cochran, Seattle, Washington, *America's Town Meeting of the Air*

Contest judges included Edward Heffron, director of media relations, National Conference of Christians and Jews; Albert N. Williams, radio editor, *The Saturday Review of Literature*; Mrs. Henry R. Christman, national radio chairman, General Federation of Women's Clubs; Natalie Flatow, radio director, Girl Scouts; Mollie E. Sullivan, director of public relations, National Board of YWCAs; Mrs. Ambrose M. Diehl, president, National Council of Women; Mrs. George Fielding Eliot, radio chairman, Women's Action Committee; Elizabeth Forsling, radio editor, *Newsweek*; Elizabeth M. McStea, national public relations director, Camp Fire Girls, Inc.; Dorothy Wright, national radio chairman, Daughters of the American Revolution; Pauline E. Mandigo, president, Phoenix News Bureau, Inc.; Linnea Nelson, radio time buyer, J. Walter Thompson; and Bond Geddes, executive vice-president, Radio Manufacturers Association.

The judges of the contest adopted two resolutions at the completion of the judging. One of these recommended that the letters submitted in the 1946 and 1947 contests be analyzed by competent authority, for their criticism and general comment, for the benefit of sta-

tions, networks, advertisers, and agencies.

The second resolution was a tribute to Mrs. Dorothy Lewis, NAB coordinator of listener activity, for her services to radio and her contribution to the success of the contest.

### Children's Classics Adapted

Special adaptations of classic children's literature marked the beginning of the third series of dramatic programs to be presented this season by the Northwestern Radio Guild and the Radio Council of the Chicago Board of Education on *The WBBM-FM Studio Theater* which opened Friday, January 16.

For the initial broadcast of the new series, the Northwestern Guild presented "Little Women," an adaptation of the famous novel by Louisa May Alcott. The remaining two January broadcasts brought "The White Knight" and "Tom Sawyer." In February "Swiss Family Robinson" is scheduled for the sixth and "The Swineherd" for the thirteenth.

Radio students from forty high schools and colleges of Chicago received invitations to attend these weekly broadcasts in WBBM's Studio 10 and to participate in the discussion of radio techniques which follows the broadcasts. Three students selected from the audience and members of the Northwestern University production staff participate in the forum each week.

## Current Recordings

### New "Lest We Forget" Series

*Stories to Remember*, a new series of transcribed *Lest We Forget* dramatizations produced and distributed by the Institute for Democratic Education, New York, will be available to the nation's radio stations in the Spring of 1948, it was announced at the Institute's Board of Governors' meeting held at the Hotel Roosevelt, December 18.

Members of the Board present who projected plans for the coming year and reviewed the activities of the Institute during the past year included Robert Saudek, ABC; Lyman Bryson, CBS; Elsie Dick, MBS; William D. Boutwell, *Scholastic Magazines*; and representatives of educational and business fields.

A second new series of thirteen dra-

matic transcriptions based on President Truman's report on civil liberties was approved by the Board for 1948.

The Board of Governors' survey of the Institute's work for the past year revealed that its tenth series, *Lest We Forget—These Great Americans*, has been broadcast by a total of 800 stations from coast to coast, and that its eleventh series, *Lest We Forget—The American Dream*, has been aired to date by 400 stations, with new stations being added daily.

These programs are offered by the Institute to radio stations as public service features without charge. Schools wishing to utilize the series as audio-educational aids will be able to purchase *Lest We Forget—These Great Americans*, which deals with the lives of

Franklin D. Roosevelt, Wendell Willkie, Al Smith, George Washington Carver, and other famous Americans of recent years, for \$15 for the entire series. *These Great Americans* received one of the seventeen First Awards of Ohio State University's 1947 Institute for Education by Radio and a *Variety* Showmanagement Citation.

Other Institute activities which the Board reviewed included the nationwide distribution of the musical jingles on tolerance, "Little Songs on Big Subjects," which, originated by Station WNEW, New York, have now been aired by over 500 radio stations, and the *Lest We Forget* foreign language transcribed dramatizations designed to promote better human relations among the various groups composing the American people. A majority of the foreign language stations in the United States have broadcast this series.

*Stories to Remember* is the twelfth series of *Lest We Forget* presentations to be produced by the Institute. It will consist of radio adaptations of short stories written by writers such as MacKinlay Kantor, Irwin Shaw, Dorothy Canfield Fisher, Claudia Cranston, Carl Ewald, and B. J. Chute. Like its predecessor, *The American Dream*, the new series is designed to remind Americans that prejudice and discrimination have no place in our democracy.

The twelfth series was conceived and produced by Harold Franklin, Institute program director, and directed by Earle McGill and like the eleventh series consists of thirteen fifteen-minute transcriptions which will have stars of stage and screen playing the leading roles.

Others who attended the meeting of the Institute's Board of Governors were Bruno Randolph, David H. Litter, Rabbi William F. Rosenblum, the Reverend William C. Kernan, and Dr. Howard M. LeSourd.

## Alpha Epsilon Rho



**Iota Chapter**, University of Utah, Salt Lake City—We have our own workshop over one of the local stations, KALL. We have secured the time from 10:30 to 11:00 every Sunday night and judging from the phone calls we have received, we hope we have quite a listening audience. Title of the show is *Radio Theater Unlimited*. The more experienced members of the chapter direct the shows and we are using the pledges as assistant directors, and, of course, they do all the

typing and leg work required of the production. This way they gain experience and develop proper techniques required by radio. Of course the chapter members do the acting and most of our scripts are original, with a few supplied by the ever faithful standby, Kozlenko.

The program manager of radio station KALL has contacted Kenneth Jensen, president, and on the strength of our performances on *Radio Theatre Unlimited* has asked us to take over complete production of a thirteen week series of broadcasts of *Exploring the Unknown*. These broadcasts will probably be heard over the seventeen station Intermountain Network. Quite a feather in our caps! Then, too, plans have almost been completed for us to do a weekly fifteen-minute telecast over KDYL's television station which will begin operation in the near future.

**Epsilon Chapter**, Ohio State University, Columbus—Members of Epsilon Chapter are active at the University Station and the local commercial stations as producers, announcers, actors, and musicians. AEP members are participating in the following WOSU dramatic shows: *Once Upon a Time in Ohio*, *Boys and Girls in Bookland*, *Storytime* [Newt Mitzman, producer], *The Economic Detective*, *Ohio Education on Parade* [Wally Avison, producer], *Panel on Democracy* [Newt Mitzman, producer], *Journey Through Christmastime*, *Just Around the Corner* [Charles Schiappacasse, producer]. *Ohio Education on Parade* has a wide coverage over the following stations: WHIO, Dayton; WIZE, Springfield; WMOH, Hamilton; WLOK, Lima; WCOL, Columbus; and WOSU.

Patti Cooper, our new pledge, is a junior at Ohio State University and active in stage productions, musicals, and commercial radio. She sings and directs the *Voice of Youth* over WHKG. Her father is "Genial Jim Cooper," WBNS, and she appears with her parents on the series *At Home with the Coopers*.

**Xi Chapter**, Miami University, Oxford, Ohio—All members on campus are affiliated with Miami University's new campus sta-

## AER Nominating Committee

Dr. William B. Levenson, AER president, has announced a Nominating Committee to select candidates for 1948-49 AER officers. It consists of Dr. Harry J. Skornia, Indiana AER president, *chairman* [representing the colleges]; Olive McHugh, Toledo [representing classroom teachers]; Ruth Weir Miller, Philadelphia [representing the broadcasters]; and Dean Douglas, Chicago [representing allied industry].

This is in accordance with the requirements of the new Constitution, under which the committee is directed to prepare a slate of three candidates for each office.

The Official Ballot will be mailed to members not later than March 1. It is hoped that every member will exercise his right by voting.

tion, WMUB. With the erection of a new building devoted to radio activities, organization of a staff was begun immediately. Prof. Edward C. Benfield is faculty advisor and chose the program staff.

Jack Kistler [president] was chosen as a program manager on the staff. Program managers are responsible for seeing that the daily schedules get on the air by coordinating the various activities of the program department staff. Each manager puts on the program for one day. In addition to his duties as program manager, Jack has a fifteen-minute broadcast twice a week, called *Piano Portraits*. This program features the piano stylings of Jack in addition to his very enjoyable chatter which introduces every selection he plays.

Art Corston was also chosen as a station manager [there are five altogether]. He also produces and directs a half-hour program called *Carnegie Hall*. This show features classical music and is on three evenings a week.

Will Rogers heads the group of station managers and has been very active in the organization of the various departments. These departments include news, sports, script, music, and drama. Will has also been busy organizing the engineers and conditioning equipment.

Dick Kerns is also a program manager for WMUB and his other activities have been auditioning announcers, actors, writers, etc.

Barbara Connor is in charge of the script department. Also she produces and directs a half-hour program called *Meet Me at the Opera* which features popular selections from operas, and a fifteen minute program once a week *For Women Only* which concerns itself with the activities of the girls on campus.

At present, technical difficulties limit reception of the campus station to only a few dormitories. However, it is hoped that soon all of these conditions will be improved. Regardless of the number of listeners, programming and staff activities have been making strides, and it is the intention of all members of AEP to be influential in developing the highest broadcasting standards.

During the month of October, Xi Chapter had two special activities. On Homecoming week-end, a breakfast was held at which alumnae members of AEP were present. Bob Sanders [last year's prex], who is with WSTV, Steubenville, Ohio, talked to the group concerning his activities with the station. Sue Tucker, who also graduated last June and is with WKBV, Richmond, Indiana, also discussed her position. Most of the members were present at the breakfast and it was an excellent opportunity for AEP members still on campus to gain actual commercial broadcasting information.

A reorganization of the WMUB staff was made by Professor Benfield on November 15. Changes in positions on the staff were made according to ability and cooperation in maintaining the standards desired by the station. Art Corston was made station manager and now heads all program managers. Barbara Connor was promoted from supervisor of script to a program manager.

A decided improvement in the quality and variety of programs has been evident during this month. In most part this has been the result of trial and error projects in determining



the likes of the campus audience. A poll was taken by the Business Staff concerning reception and choice of programs. It was discovered that until sufficient manpower is found for the engineering project of stringing lines to the majority of dormitories, reception will be limited to those buildings now securing reasonably good reception through the University power system. These dormitories are six in number. As technical

difficulties are being ironed-out, so are program difficulties. AEP members have been busy not only in fulfilling their duties on the staff, but also in training radio minded students with no actual background in broadcasting.

Questions concerning Alpha Epsilon Rho should be addressed to Dr. Sherman P. Lawton, *Executive Secretary*, Alpha Epsilon Rho, University of Oklahoma, Norman, Oklahoma.

## Idea Exchange

### Don't Poison Yourself

It is curious that most worthy people who have been attacking racial prejudice in this country have not used one argument which history has again and again proved to be true. They think only of the victim of racial prejudice, his sufferings, his wrongs, and the damage done to his dignity as a man. They forget what happens psychologically to the prejudiced man or woman.

The abolitionists before the Civil War were equally narrow sighted. They talked only of the harm done to the Negro by slavery. They said little or nothing of the moral damage to the white man who owned him. It was easy for the South to point out that the Negro slave was at least better off than he or his parents had been in savagery in Africa; and that freedom for many slaves might prove a doubtful blessing.

What may have been the deepest curse of slavery was seldom mentioned in the North, although enlightened Southern leaders had been aware of it for a century. It was the subtle corruption of the owners of slaves by irresponsible hands over human beings. It was the cheap superiority of the poor white, who had been ruined by slavery, and had only his hate and contempt for an oppressed race to keep up his self-respect. For there is no snake in the breast more dangerous to the man who carries it, than unreasoning hate and nursed contempt. It is the most poisonous kind of compensation for failure or for lack of self-confidence. Despise a race, or hate a race, or dislike a race, and the poison will come out like invisible boils. Whatever goes wrong irritates the haters first. The hated get the blame for everything. And a really prejudiced man becomes a center of infection. But he infects first himself.

Racial prejudice has killed the bodies of millions in the last few years. We cannot forget that. But it is still warping the spirits and cramping the minds of tens of millions of the prejudiced. They

are unaware that the man who hates and despises a race or a group without discrimination, will sooner or later, though perhaps only in the secret recesses of his mind, come to hate or despise himself. He has been poisoned, though he may not guess the cause. Here is something upon which history, religion, and psychology all agree.—HENRY SEIDEL CANBY.

### A Challenge to Women Broadcasters

It is the concern of all of us that radio programs shall continue along the lines of making this world a better place in which to live. In so doing we must use the most powerful mass medium that man has ever had to inform, inspire, and instruct mankind. The techniques of this medium must be understood and the desire must be created in our young people to undertake the study of radio programming as a serious business, just as they undertake any other professional business.

Because of radio's brief twenty-five years, there are not large numbers of trained and experienced people in the field teaching our students today. Our experienced radio people are still working within the commercial stations, and that is the place from which much of the instruction must necessarily come. The job of aiding and encouraging our education institutions falls to the broadcasters, and in most cases to women broadcasters.—ELIZABETH E. WOLCOTT, Education Department, WBBM, Chicago.

### New Radio Building

The Ithaca College [Ithaca, New York] Radio Workshop celebrated the opening of its new building devoted exclusively to radio with a dedication program broadcast over a commercial network station. College and radio station officials participated in the half-hour documentary script on radio's modern educational role.

The new building contains three studios, the largest of which is also used for a lecture room. It also includes a control room, observation booth, record room, technical shop, office, and reception lobby.

John J. Groller, workshop director and associate professor of radio education, announced that the facilities of the workshop are to be placed at the disposal of the local community in assisting civic and social welfare groups in the preparation and production of their public service broadcasts over stations in the area.

Radio students at Ithaca College are offered eight courses. They include introduction to radio, continuity and script, dramatic script writing, public service broadcasting, radio program production, radio advertising, station administration, and radio workshop.

### French University Broadcasts

Since the use of radio by colleges and universities has been largely an American phenomenon, the information that the University of the Sorbonne is to give courses by radio this year is news.

Jac Beauchamp, *Maison canadienne*, Cité Universitaire, Paris, a former AER member, has advised the *AER Journal* that courses will begin by December or January. Students enrolled in the courses offered—as for example, the course on Baudelaire offered by Professor Charles Bruneau—will not be obliged to go every week to the University but will be permitted to listen at home. This will be especially convenient for the many students who live outside of Paris and are employed as school teachers, instructors, and government employees.

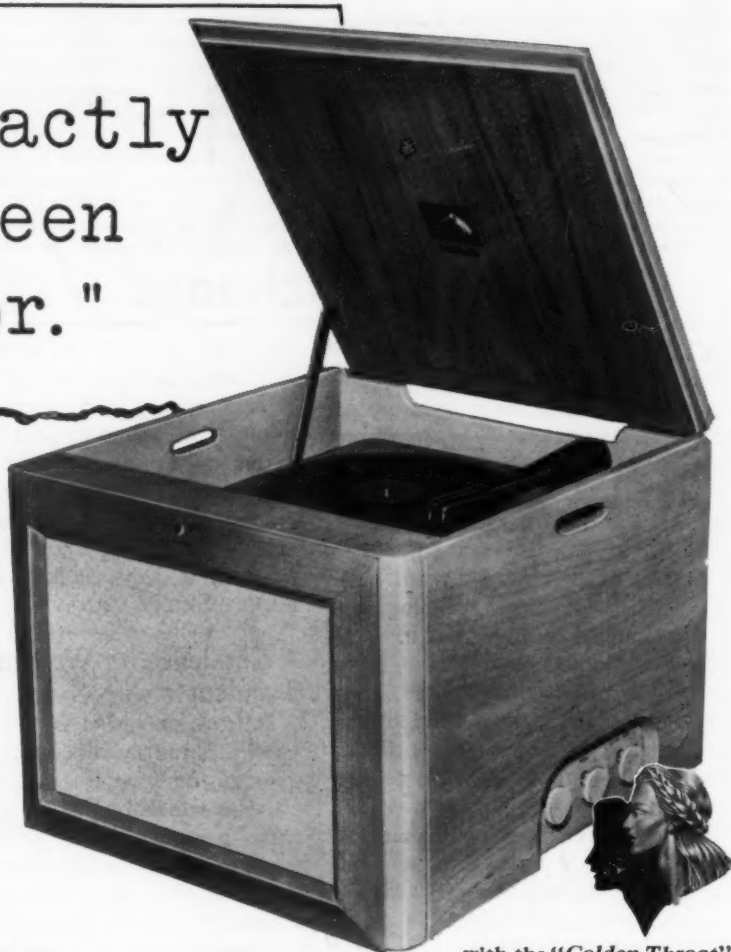
The plan involves the making of transcriptions of the programs and then presenting them from the discs over *La Radiodiffusion française* between the hours of 8 and 11 p.m.

### Free Television Scripts

The AER Television Committee has available three television scripts: *The Ring* [Radio Council, Chicago—WBKB], *Atomic Energy* [New York University—DuMont, WABD], *Ring, Grandfather, Ring* [DuMont, WABD].

AER members wishing sample copies address: Elizabeth E. Marshall, chairman, AER Television Committee, Room 701, 228 N. La Salle St., Chicago 1.

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